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ABSTRACT

The Partners in Action and Learning Program at Florida's Miami-Dade Community College (M-DCC) was established in 1994 to aid the integration of service learning into the college's general education curricula. Goals for the first year of the program included the establishment of service-learning centers at MDCC's Homestead and Medical Center campuses, implementation of a college-wide mini-grant program, and establishment of a college committee on service-learning. During fall 1994, in its first term of operation, over 80 faculty members attended service-learning workshops; 15 faculty were awarded mini-grants; and 15 faculty and professional staff participated in a service-learning conference. In winter 1995, the service-learning centers placed 755 M-DCC students at 145 agencies throughout Dade County to provide nearly 21,000 hours of community service. An evaluation of first-year program outcomes, based on interviews with 65 participants and surveys of 428 students and 49 agencies, included the following results: (1) 72% of students were female and 68% were under the age of 26; (2) 73% became involved for class credit, 60% were motivated by the desire to help others, and 59% were looking for new experiences; (3) students expressed a great deal of satisfaction with agency placements, giving an average mean rating of 4.49 on a 5-point scale on 5 key items; and (4) 98% of the agencies agreed or strongly agreed that their overall experience was positive. Includes participant comments and a financial report. Interview questions, survey instruments, and tabled responses are appended. (KP)

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COMMUNITY COLLEGE

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Partners in Action & Learning

1994 - 1995 ANNUAL REPORT

prepared by

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August 3, 1995

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PARTNERS IN ACTION AND LEARNING

1994-1995 Annual Report

The Partners in Action and Learning Program of Miami-Dade Community College came into existence in response to a timely confluence of local, state and national initiatives all relating to the need to reinvigorate individual commitment to community well being.

Corporation for National Service

The Corporation for National Service is the primary funding source for this three-year program. It is a new governmental organization created by the National and Community Service Trust Act of 1993. The Corporation's mission is to engage Americans of all ages and backgrounds in community-based service. This service will address the nation's education, public safety, human and environmental needs to achieve direct and demonstrable results. In so doing, the Corporation will foster civic responsibility, strengthen the ties that bind us together as a people, and provide educational opportunity for those who make a substantial commitment to service. The **Learn and Serve America: Higher Education** division of the Corporation supports efforts to make service an integral part of the education and life experiences of students in the nation's colleges and universities. Through this grant program, the Corporation supports a diversity of service-learning initiatives that involve a wide array of students, communities, and institutions of higher education. The Corporation expects every program to demonstrate the following: (1) community impact - engaging students in meeting community needs, (2) participant impact - enhancing students' academic learning, social responsibility and civic skills, and (3) institutional impact - strengthening infrastructure and building capacity within and across the nation's institutions of higher education.

Service-learning at M-DCC

The faculty and students of Miami-Dade Community College have always played a proactive role in serving the community. As a part of this project, sixty-five current faculty members identified themselves and described how they use service within their teaching. Other key events of the past three years include a multi-campus team effort which produced a general guidebook for establishing service-learning centers at M-DCC, a three-member college team attended an in-depth service-learning institute to develop a college action plan, and a successful grant proposal which produced this program funding. Presently, faculty members on all five campuses utilize service-learning as a key teaching strategy.

"When it is carefully planned, service-learning is a great success. It so easily intertwined the class objectives with our service that I often had to think to pry the two apart." ***M-DCC Service-learning Student***

Mission

To integrate service-learning into the general education curricula of the College.

Year One Goals

The first year of Partners in Action and Learning focused on two key areas. First, the program desired to establish a college-wide service-learning infrastructure. Second, the program aimed to gather usable information regarding service-learning strategies at M-DCC via implementing two pilot site projects and ten faculty mini-grants.

The general goals for year one include: **(1) establishing pilot service-learning centers at the Homestead and Medical Center Campuses, (2) implementing a college-wide faculty mini-grant program, and (3) establishing a college Ad Hoc Committee for service-learning**.

Summary of Participation

The fall term (September through December, 1994) was devoted to building infrastructure and increasing college awareness regarding service-learning support opportunities. During this first term, **over eighty faculty members attended informational service-learning workshops** conducted by Mr. Dave Johnson and Dr. Robert Exley on all five campuses to invite applications for faculty mini-grants. **Fifteen faculty members (either individually or as a part of a team project) were awarded mini-grants** and participated in orientation and training activities for their projects. A total of **15 M-DCC faculty and professional staff participated in a Florida Campus Compact Dream and Design service-learning conference**.

The winter term (January through April, 1995) saw the implementation of the mini-grants and the opening of both the Medical Center and Homestead Campus service-learning centers. During this term alone, working closely with **twenty-six faculty members**, the service-learning centers placed **755 M-DCC students at 145 agencies** throughout Dade County, and they provided **nearly 21,000 hours of service** to the community.

Year One Achievements

√ Successfully opened two pilot service-learning centers.

√ Established a comprehensive network of over 140 placement sites.

√ 26 faculty members participated directly via either a pilot center or a mini-grant.

√ Provided nearly 21,000 total service hours to the community in the Winter term.

√ Established a College Ad Hoc Committee for Service-learning.

√ Established a comprehensive service-learning database.

√ Produced student, faculty and agency handbooks.

√ Produced college directory listing 65 faculty who utilize service in their teaching.

√ Completed qualitative study on the perceived impact and quality of service-learning at M-DCC through the Partners in Action and Learning program.

√ Project personnel and faculty have provided invited presentations at local, state and national meetings including the American Association for Higher Education / American Association for Community Colleges / Campus Compact National Colloquium on Service-Learning; the Corporation for National Service Program Directors Conference; the Learn and Serve America: Higher Education Southern Cluster Conference; the American Association for Community Colleges Annual Convention; the National Society for Experiential Education International Conference; the Campus Compact Center for Community Colleges Annual Conference; the National Institute for Staff and Organizational Development Conference and the Florida Campus Compact's Southeast Regional Conference.

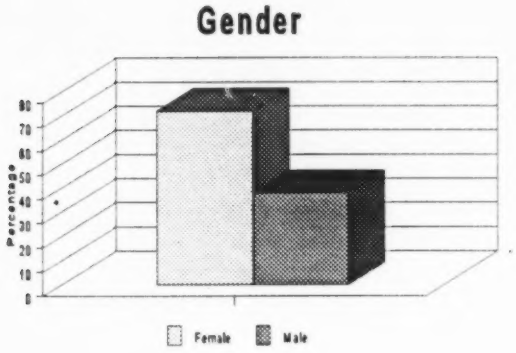
√ Project personnel have provided technical assistance for other institutions of higher education including Florida International University, Barry University, Broward Community College, Gateway Community College (Arizona) and Monroe Community College (New York).

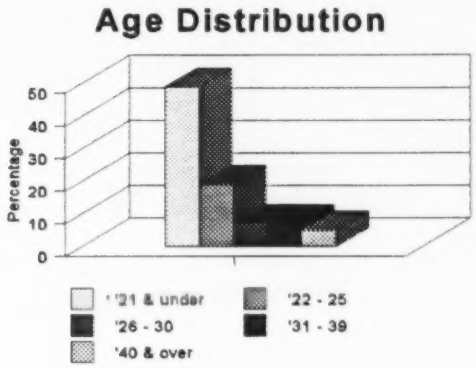
√ Project director, Dr. Robert J. Exley, named as one of six American Association for Community Colleges National Service-learning Mentors.

√ Project personnel have served as members of national teleconferences on service-learning and provided articles for publication to various newsletters and journals.

Discussion of Evaluation Findings

Three substantive activities serve as the basis for the discussion found in this section. The first activity, the Service-learning Listening Project, involved 30 honors students completing 65 interviews with students, faculty and administrators throughout Miami-Dade Community College to gather responses toward community service and service-learning. The second activity was the gathering and analyzing of participant satisfaction data from 428 students and 49 agencies. The final activity was the completion of a comprehensive qualitative study by Dr. Sharon Johnson targeting college administrators, faculty, students and agency supervisors who were involved in the faculty mini-grants portion of the program.





Student Profile: The majority of students were female (72%) and the average age was 23 with 68% of them being under the age of 26. Eighty-one percent (81%) reported that this was their first experience with service. Students were from a broad range of majors with representation from medically related programs, education, social and behavioral sciences, business, math and science among others.

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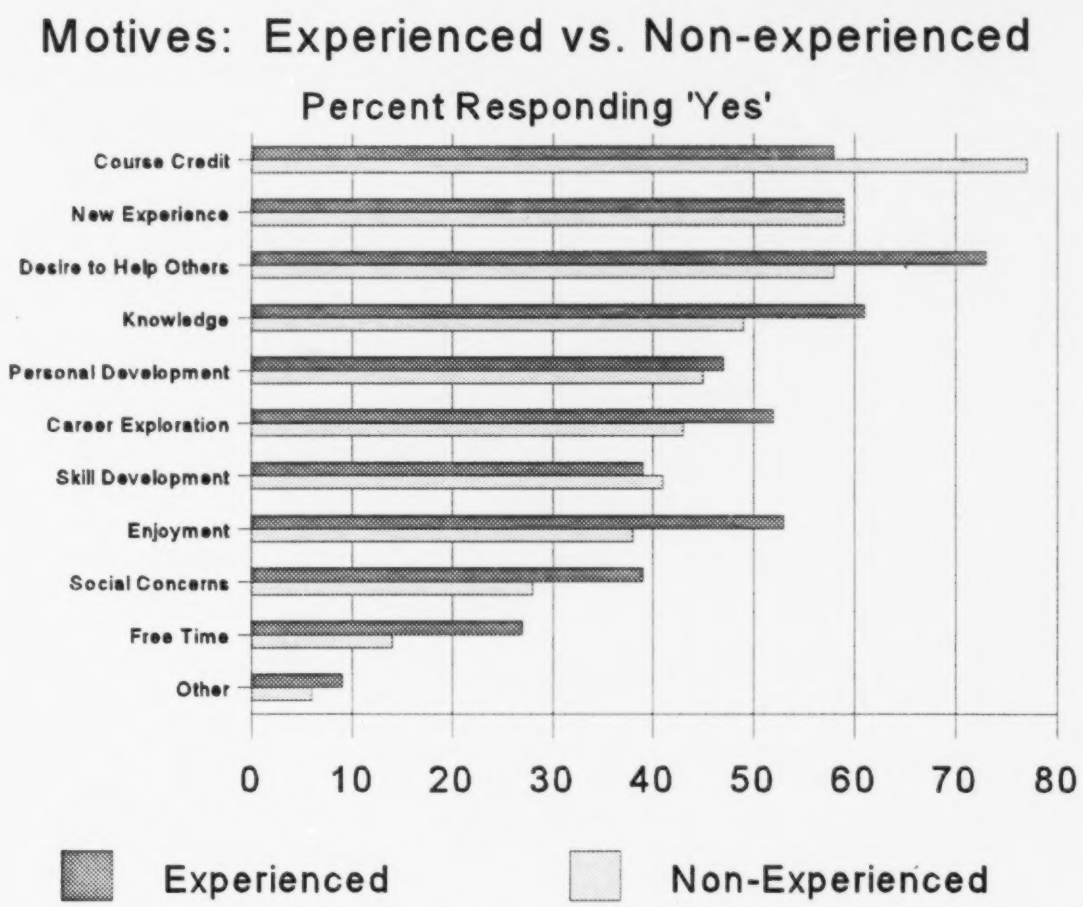
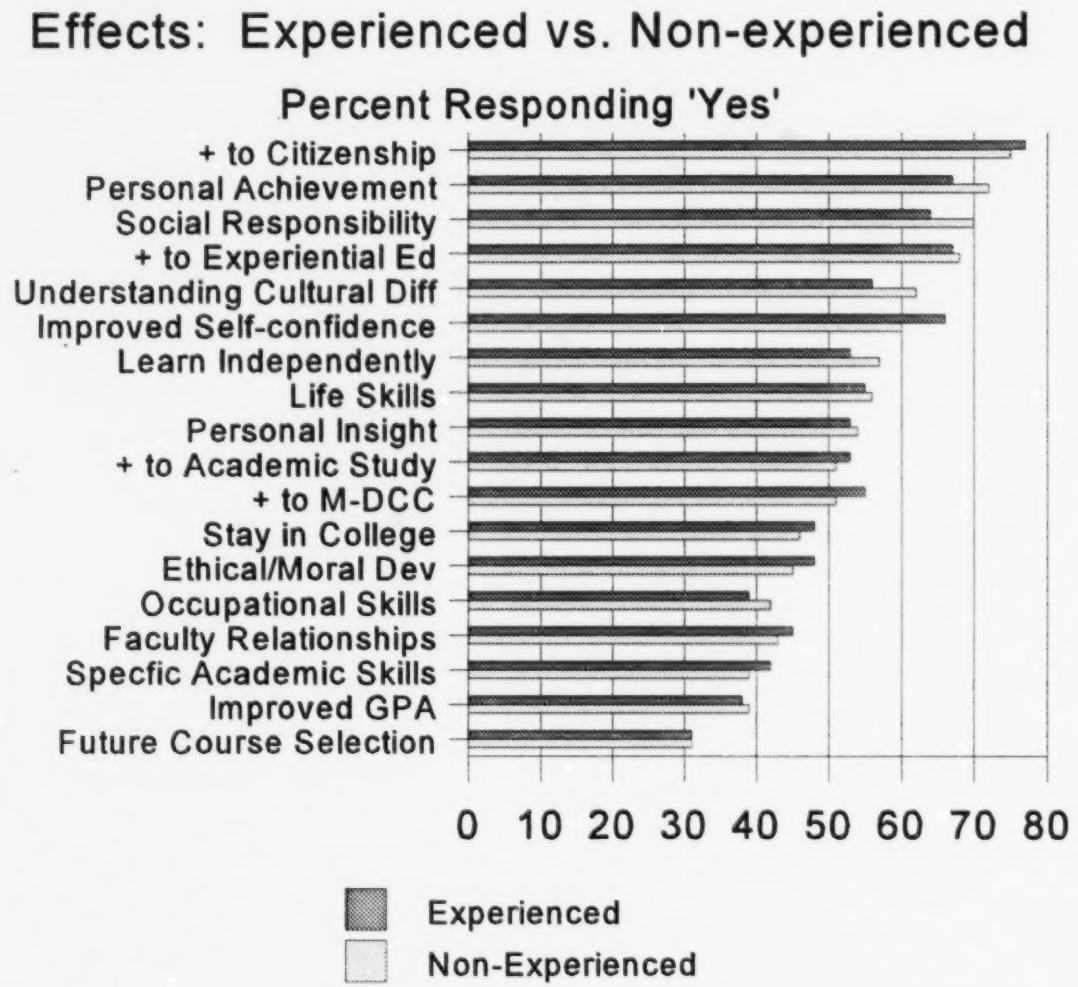
Motivation: The most often reported motivation for becoming involved in service was the gaining of course credit (73%, 314 of 428) e.g. an academic reward for demonstrated learning through the service. The next most often reported motivation items were "the desire to help others" (60%, 255 of 428) and the wish for a "new experience" (59%, 252 of 428). Of note is that "social concerns" was not a motivation for student involvement with only 28% (122 of 428) of the students reporting this item. See Table 3 of the Appendix for a complete ranking of student motivation items.



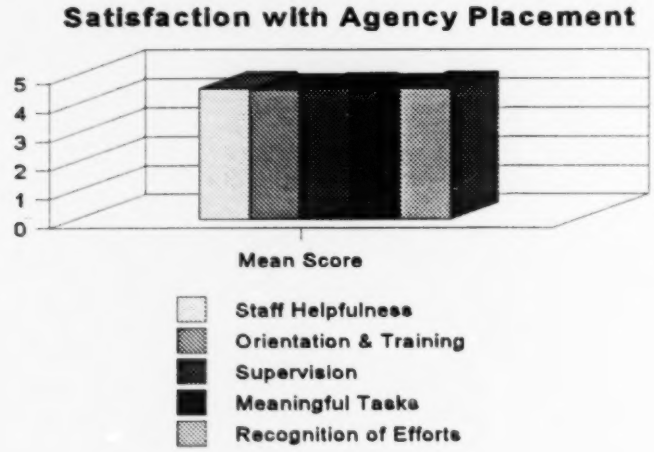
A comparison of experienced versus non-experienced service-learning students, however, reveals some primary differences in that the students who remain in service are motivated by the desire to help others (73%, 47 of 64) followed by the wish for new knowledge (61%, 37 of 64). Also, 39% (25 of 64) of the experienced students reported that "social concerns" was a factor. Students who reported that this was their first semester of being involved with service were catagorized as "non-experienced" and all who reported two or more semesters involvment were labeled "experienced." See Table 5 of the Appendix for a comparison of the two groups.

Effects: The four effects most often identified by the students include: (1) a positive attitude toward community involvement/citizenship (75%, 321 of 428), (2) a sense of personal achievement (70%, 300 of 428), (3) a sense of social responsibility (69%, 297 of 428), and (4) a positive attitude toward experiential programs like this one (67%, 286). See Table 4 of the Appendix for a complete listing of student effects.

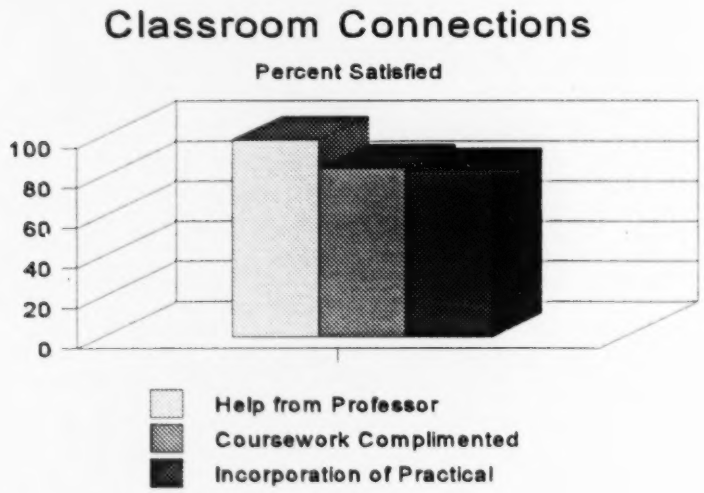


There did not appear to be any appreciable difference for the experienced versus non-experienced students. It is important to note, however, that students in both groups (75% for non-experienced and 77% for experienced) reported that their attitude toward citizenship responsibilities was positively effected. See Table 6 of the Appendix for the complete data on the two groups. With regard to any effect on the students' choice of major, over half (53%) of the students reported that the experience "had no effect" and nearly one-third (30%) reported that it confirmed their choice

Student Satisfaction: Student satisfaction was measured in the areas of agency placement, classroom connections, and the overall experience.



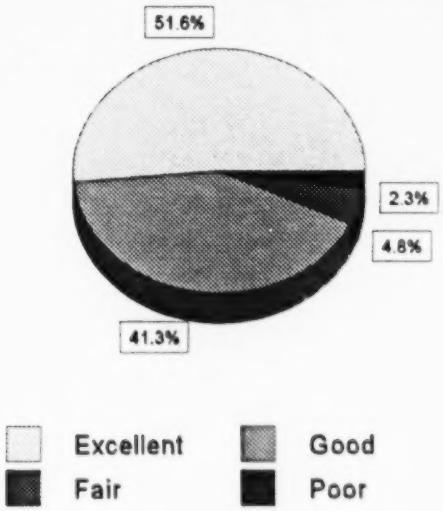
Agency Placement: Students expressed a great deal of satisfaction with the agency placements with an average mean rating of 4.49 out of a possible 5.0 on five key items.



Classroom Connections: Responses to items regarding classroom connections indicated that 98% of the students felt they received enough help, support, and guidance from their professor. Eighty-four percent (84%) reported that their course work was complimented by their service, and 82% felt that they were able to incorporate their practical learning with their academic study quite well.

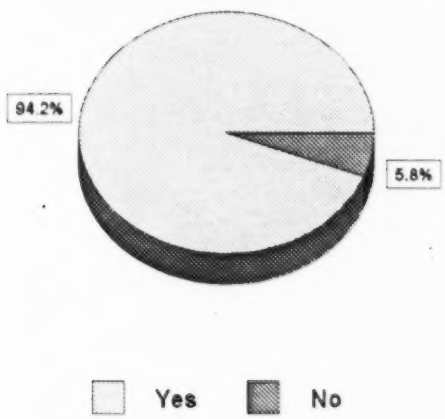
Overall Student Satisfaction

with the Service-learning Experience

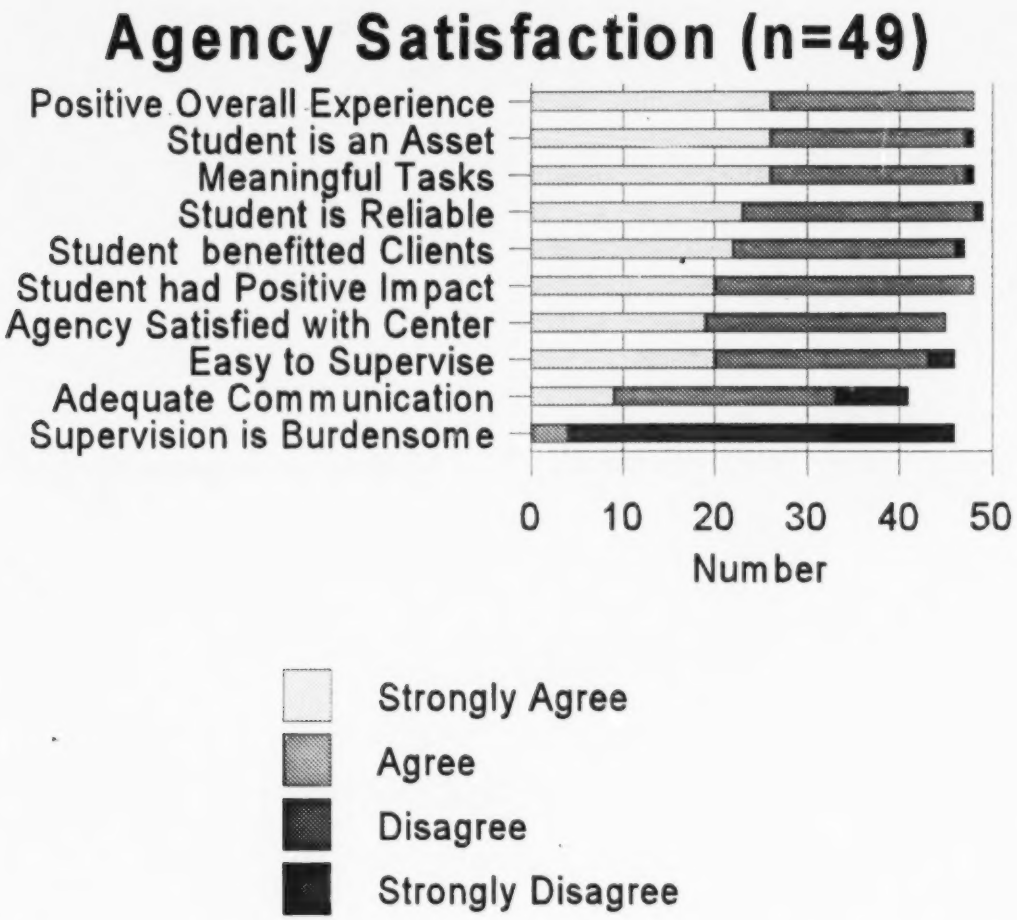


Students' Recommendation

to Friends and Classmates



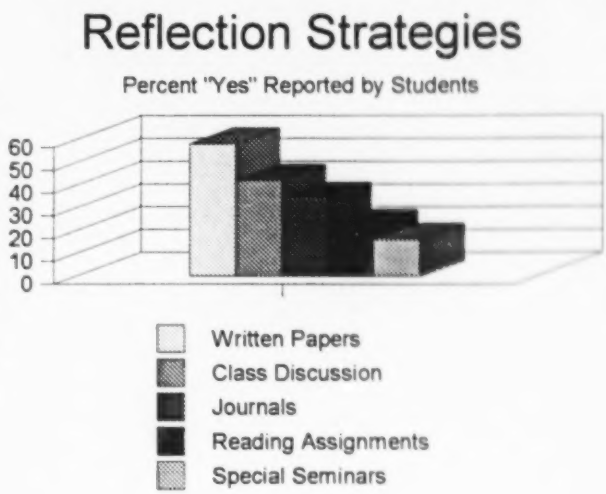
Overall: The response to items measuring an overall level of satisfaction indicate that the program has been quite successful. When asked how they would rate their experience overall, ninety-three percent (367 of 395 who completed this item) rated it either good or excellent. Finally, when asked if they would recommend their experience to any of their friends or classmates, ninety-four percent (374 of 397 who completed this item) indicated yes they would.



Agency Satisfaction: Forty-nine agencies which provided placements for service-learning students responded to a 10 item satisfaction survey. The responses were very positive for all aspects of the experience with 98% of the agencies agreeing or strongly agreeing that their overall experience was positive. They reported that students were an asset to their agencies (96%), reliable (98%) and easy to supervise (88%). Also, agency supervisors believed that students had made an impact on their agency's effort to meet community needs (98%) and that the students' work benefitted their clients (94%).

Reflection: The key component that differentiates service-learning from volunteering is the inclusion of active reflection which fosters the student's learning from his/her practical experience. Faculty members may use a variety of different techniques and tools for facilitating this essential learning process.

Reflection Strategies: When asked to identify what type of reflection strategy was used in their courses, students reported that writing assignments were the most popular choice of their professors either through papers (58%) or journals (34%). Many students reported that their professors used multiple strategies with class discussions (42%) being another commonly used reflection tool.



I got to work with only one student the first day. He was obviously from a Latin American country and he did not speak much English. I had to use a lot of patience with him because he was getting frustrated. He finished all his assignments for that day, but by the time we were done I was ready to go home. At the end of class, the first thing he asked me was if I could work with him the next day. Tears came to my eyes, not only because I was touched by the gesture, but because I felt guilty. Guilty because at first the only reason I did it was because I had to, not really because I wanted to help. But this definitely changed my attitude from then on ... Most important of all, I learned a lot about the society we live in, and about myself as an individual. It contributed to my personal growth which was one of my goals.

from the journal of a Service-learning Student
at Lindsey Hopkins Adult Education Center

Qualitative Results: Analysis of student writings as well as the completion of 40 interviews with faculty, students, administrators and agency supervisors provided the basis for the following comments. Indications from the qualitative analysis are consistent with the survey data in numerous areas. First, the general response to the service-learning experience was very positive from all parties. Second, students reported over and over again how powerful the experience was for them regarding both course content and personal development. Many students expressed their belief that all students should experience service-learning as a part of their college experience. Faculty members interviewed expressed a positive reaction to the use of service-learning and a desire to become more proficient in using this teaching technology. Finally, the agency representatives interviewed reported that the M-DCC students made significant contributions to their agencies' success in the community.

Voices of Experience:

When I first heard 'community' I didn't want to be bothered. [She had a change of heart by the end of the semester.] I realized that doing community service is something that, no matter what profession you're in, is giving something back. There are a lot of professional people entering the medical field because it is lucrative. If we as professionals don't do something to give back to the community, what kind of community are we going to live in?

Service-learning Student in the Dental Hygiene Program

I thought it would be more loosely run...not as serious. I didn't think I would learn as much as I did. I didn't expect as much as I got, which was a good surprise.

Service-learning Student in Social Work Field Experience Course

I don't think I anticipated how beneficial it would be for a lot of them.

Faculty Member

I was pretty moved by what happened with the students a lot of the time. It was changing the way they [the students] looked at people and life in general.

Faculty Member

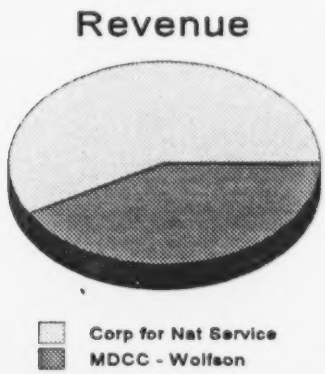
I think the individualized attention that we can give them, through your students, has helped them tremendously because learning how to read, especially for adults, is a difficult process and they need someone who is going to sit there with them and be very patient. So your students give us that extra manpower that we need to work with these students one on one.

Director at an Adult Vocational Reading Program

Financial Report

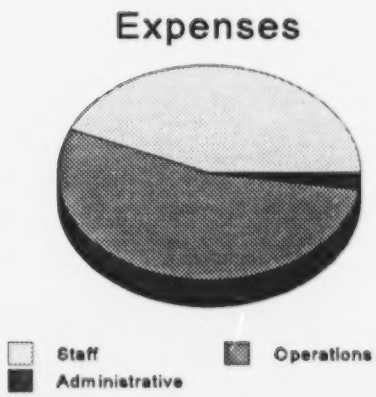
Revenues:

Source	Amount
Corporation for National Service	$ 70,000
Miami-Dade (Wolfson Funds)	$ 50,000
Total Revenues	$120,000



Expenditures:

Category	Expense
Staff Salaries and Benefits	$ 46,360
Program Operations	$ 57,645
Administrative Costs (in-direct)	$ 2,500
Total Expenditures	$106,505



Balance Sheet:

Revenue	Expense	Balance Forward
$120,000	$106,505	$ 13,495

Note: the expense totals are based on projected expenditures through August 31, 1995. The actual final expenditures for year one may vary somewhat.

Appendix

SERVICE-LEARNING LISTENING PROJECT

Summary

Methodology: Thirty students from the Medical Center Campus Honors Program Leadership Class interviewed sixty-five individuals at M-DCC. The students were divided into small work groups of six each and each group assigned a specific campus. The interviews were designed to include representatives from: (1) campus administration at the Dean or higher level, (2) department chairs, (3) faculty members, (4) students and (5) student leaders. The student interview groups were specifically charged with interviewing individuals not already engaged in service-learning. The interviews were completed and the data analyzed by the entire class. Following the compilation of the data, a college-wide symposium, designed and implemented by the students, was conducted on the Medical Center Campus with approximately 100 people attending it. The program included two key speakers who are current faculty service-learning mini-grant recipients and student panel presentations on each of the following four questions. Follow-up plans include extensive educational workshops on service-learning and continued efforts to involve more faculty, students and community groups in the process.

Question 1: Should Miami-Dade Community College engage students in community service?

By in large, the respondents from all five campuses expressed a belief that M-DCC students should be engaged in community service. There was no obvious difference from the various constituency groups such as faculty, administrators or students. In fact, many of the respondents who had personal experience with community service commented on the positive effects it had on their lives. A couple of the students spoke of the benefit it had on their becoming more socially aware and independent. Many spoke of the college's responsibility for responding to the community.

Question 2: How knowledgeable is M-DCC regarding service-learning as an effective teaching strategy that can improve learning, foster civic responsibility and meet community needs?

Regarding service-learning as a specific teaching strategy, a broad range of knowledge exists throughout the college. Obviously, the student respondents were the least knowledgeable. The faculty respondents demonstrated a range of comprehension of service-learning directly related to their past experience with using service assignments within their teaching.

Question 3: What is the level of interest in and support for service-learning?

Nearly all respondents expressed an interest in learning more about service-learning. It was difficult for many of them to commit to the concept without more information. The interest level was highest among faculty respondents.

Question 4: What are the primary concerns expressed regarding the implementation of service-learning?

The respondents expressed many concerns found throughout higher education regarding service-learning, and the type of concern expressed related directly to the role of the respondent (e.g. faculty or student). Faculty members are concerned with the mechanics of how to integrate service into a curriculum without compromising its content, how to evaluate a student's performance, and the time constraints of an already loaded course. Students are concerned with the demands on their time outside of the classroom as many are working with families. Other issues relate to student safety, should all students be eligible for service-learning (e.g. developmental studies) and how to finance service-learning activities in tight budget times.

Service-Learning Listening Project

Miami-Dade Community College
Sponsored By The Service-Learning Center & Honors Students in the CLP 2001H Class

Goals:

1. Assess attitudes and feelings about service-learning at MDCC.
2. Educate & increase awareness of service-learning within the MDCC community.
3. Identify barriers to full integration of service-learning at MDCC.
4. Obtain support and commitment from administrators, faculty, staff, and students to make service-learning an integral part of education at MDCC.

Hello, my name is _____and this is _____. We are honors students at the Medical Center Campus. As part of our Leadership class, we are interviewing administrators, faculty, and students at MDCC to get their thoughts, ideas, and suggestions about service-learning and how it can be implemented at MDCC. Our class is doing a total of over 60 interviews on all five campuses. The information we gather will help guide the implementation of service-learning at MDCC. Do you have 20 minutes or so to tell us your thoughts and feelings about service-learning at MDCC?

Survey Questions:

1. How long have you been associated with MDCC and what do you do at the college?

2. What do you like best about MDCC?

3. Have you ever been involved in community service or volunteer activities? If so, tell me about one of these activities that you found particularly interesting or satisfying.

4. What effect do you think this experience had on you and your life?

5. Just briefly, what is your understanding of the concept "service-learning"?

6. The MDCC Service-Learning Center is promoting service-learning throughout the College. Service-learning is the use of community service experiences with reflection to enrich and enhance student learning of course materials. It is an alternative teaching strategy which integrates meaningful community service opportunities into specific course curriculum. The student receives academic credit for demonstrating his/her learning achieved through the service (e.g. keeping a journal, making class presentations, doing additional readings and writings, discussing/ reflecting on the meaning of service, etc.).

Would you like more information about the MDCC Service-Learning Program sent to you?
Yes_____ No_____

Would you like more information about the topic of service-learning sent to you?
Yes_____ No_____

7. What responsibilities, if any, do you feel MDCC has to the greater community of Dade County and the neighborhoods around each of the campuses?

8. Do you think that it is one of the roles of MDCC to help foster a student's commitment to civic responsibility? Why or why not?

9. Do you think service-learning is an effective way to help foster this commitment? Why or why not?

10. Are you aware of any service-learning activities on your campus? (If no, inform them of some of the ongoing projects.)

11. Last year, MDCC received a three year grant from the Corporation for National and Community Service to help establish service-learning at MDCC? Briefly tell me what you think may be some of the benefits of service-learning for each of the following:

Students:

Faculty:

MDCC:

Dade County & Neighborhoods around each campus:

12. What barriers to the implementation of a successful service-learning program do you think currently exist at MDCC?

13. What do you think could be done to overcome these barriers?

14. Some people think service-learning should be a mandatory part of a person's education because it is a way of promoting a lifelong commitment to civic responsibility and one's community, while others argue that service-learning should always be optional. What do you think about this issue?

15. Would you be willing to:
(If administrator/staff) --Support service-learning on your campus? What are some specific things you could do, in your position at MDCC, to do that?
(If faculty) -- Incorporate service-learning into the classes you teach? What are some specific ways you could do this?
(If student) -- Take classes that involve service-learning? Why or why not?

Closing Questions:

16. This survey is just about finished. Speaking with you about service-learning has been very helpful. Would you like a copy of the results of this listening project?
Yes_____ No_____

17. We are organizing a symposium on service-learning that will take place at the Medical Center Campus on Monday April 17th from 10 a.m. to 12 noon. Would you be able to attend this meeting so that you can learn more about service-learning and the results of this listening project? Yes_____ No_____

18. Could we get your address so we can contact you and send you the information you requested, including an invitation to the symposium?
Name: _____
Address:_____
_____
Phone: _____

19. Thanks so much for taking the time to talk to us. In a word or two, how has it been for you to all about service-learning during this interview?

SERVICE LEARNING CENTER
VOLUNTEER QUESTIONNAIRE

Please take a few moments to answer. Your input will help us improve our programs.

SEX: ___ female ___ male AGE: _____
MAJOR: _____
CLASS LEVEL: _____

WITH WHICH AGENCY DID YOU VOLUNTEER: _____
_____

HOW LONG HAVE YOU VOLUNTEERED

___ one semester ___ two semesters ___ more than two

HOW DID YOU LEARN ABOUT THE SERVICE LEARNING CENTER:
_____
_____

DID YOUR SERVICE-LEARNING WORK HAVE ANY EFFECT ON YOUR MAJOR SELECTION?

___ confirmed selection
___ changed my major
___ made me think about a new major
___ had no effect on my selection

WHAT MOTIVATED YOU TO PARTICIPATE IN A SERVICE-LEARNING EXPERIENCE? (MARK AS MANY AS APPLY)

___ course credit
___ desire to help others/service
___ experience career/exploration
___ social concerns
___ personal development
___ skill development
___ knowledge
___ enjoyment
___ free time
___ new experience
___ other
_____

WERE YOU SATISFIED WITH THE HELP YOU RECEIVED IN CHOOSING A VOLUNTEER POSITION?

___ YES ___ NO

IF NO, SUGGESTIONS FOR IMPROVEMENT _____
_____

WAS YOUR COURSE WORK COMPLIMENTED BY YOUR VOLUNTEER WORK?

___ YES __ NO (PLEASE EXPLAIN)_____

_____

PLEASE RATE THE FOLLOWING SERVICES WE PROVIDED. (Please mark only one per row.)

VS = Very Satisfied S = Satisfied D = Dissatisfied VD = Very Dissatisfied NA = Not Applicable

	VS	S	D	VD	NA
1. Helpfulness of office staff	—	—	—	—	—
2. Application process	—	—	—	—	—
3. Cooperation, friendliness of office staff	—	—	—	—	—
4. Amount, quality of communication with office	—	—	—	—	—
5. Program, agency information provided	—	—	—	—	—

DID YOU RECEIVE ENOUGH HELP, SUPPORT AND GUIDANCE FROM:

Service Learning Center? ___ Yes ___ No
Professor? ___ Yes ___ No
Agency Supervisor? ___ Yes ___ No

COMMENTS:_____

_____

_____

WAS THE WORKLOAD TOO GREAT? ___ Yes ___ No

COMMENTS:_____

_____

_____

PLEASE INDICATE WHAT TYPE OF REFLECTION, IF ANY, WAS REQUIRED FOR YOUR COURSE WORK?

___ Journal ___ Class Discussion ___ Papers ___ Reading
___ Seminars ___ Other_____

HOW WELL WERE YOU ABLE TO INCORPORATE YOUR PRACTICAL LEARNING WITH YOUR ACADEMIC STUDY IN YOUR JOURNAL, SEMINARS, REPORT, READING, ETC.? (Please circle the one that applies.)

0	1	2	3	4
not at all				very well

PLEASE RATE YOUR EXPERIENCE AT THE VOLUNTEER SITE AT WHICH YOU PARTICIPATED. (Mark only one per row.)

VS = Very Satisfied S = Satisfied D = Dissatisfied Very Dissatisfied NA = Not Applicable

	VS	S	D	VD	NA
1. Helpfulness of agency staff	—	—	—	—	—
2. Adequate orientation and training	—	—	—	—	—
3. Adequate supervision	—	—	—	—	—
4. Meaningful tasks to perform	—	—	—	—	—
5. Acceptance and support	—	—	—	—	—
6. Recognition of my efforts	—	—	—	—	—

OVERALL, HOW WOULD YOU RATE YOUR EXPERIENCE AS A SERVICE-LEARNING VOLUNTEER? (Mark only one.)

___ excellent ___ good ___ fair ___ poor

WOULD YOU RECOMMEND YOU VOLUNTEER PROGRAM TO ANY OF YOUR FRIENDS OR CLASSMATES?

___ YES ___ NO

DID YOUR SERVICE-LEARNING EXPERIENCE HAVE ANY EFFECT ON THE FOLLOWING? (Please mark as many as apply.)

___ future course selection

___ improved GPA

___ positive attitude toward academic studies/other classes

___ better relationships with faculty members

___ desire to stay in college or complete degree

___ acquisition of specific academic skills or knowledge

___ positive attitude toward community involvement/citizenship

___ positive attitude toward "experiential" programs like this one

___ positive attitude toward Miami-Dade Community College

___ improved self-confidence

___ ability to work and learn independently

___ insight into your personal strengths and weaknesses

___ sense of personal achievement

___ sense of social responsibility

___ ethical/moral development

___ development of functional life skills, e.g. communication, assertiveness, problem solving

___ development of occupational skills

___ understanding of social cultural differences

PARTNERS IN ACTION AND LEARNING

Table 1. Activity Summary by Campus

Campus	Total Placement Sites	Total Students
Medical Center Campus	49	178
Homestead Campus	33	110
Kendall Campus	18	85
North Campus	56	183
Wolfson Campus	25	199
College Total	145*	755

*Please note: many placement sites were used by more than one campus, thus the College total of placement sites is not the sum of the campus sites.

Table 2. Reflection Tools

Reflection Tool Used	% Yes	# Yes
1. Written Papers	58%	248
2. Class Discussion	42%	179
3. Journal	34%	146
4. Formal Reading Assignments	22%	92
5. Special Seminars	16%	68
6. Other	15%	63

Table 3. Student Motivation Items (n=428)

Ranked Motivation Item	% Yes	# Yes
1. course credit	73%	314
2. desire to help others	60%	255
3. new experience	59%	252
4. knowledge	50%	214
5. personal development	44%	189
6. experience, career exploration	44%	187
7. skill development	40%	171
8. enjoyment	40%	170
9. social concerns	28%	122
10. free time	17%	71

PARTNERS IN ACTION AND LEARNING

Table 4. Self-reported Student Effects (n=428)

Ranked Self-reported Effect	% Yes	# Yes
1. positive attitude toward community involvement/citizenship	75%	321
2. sense of personal achievement	70%	300
3. sense of social responsibility	69%	297
4. positive attitude toward "experiential" programs like this one	67%	286
5. improved self-confidence	61%	260
6. understanding of social/cultural differences	60%	256
7. ability to work & learn independently	56%	240
8. development of functional life skills, e.g. communication, assertiveness, problem-solving	54%	233
9. positive attitude toward Miami-Dade Community College	52%	223
9. insight into your personal strengths and weaknesses	52%	223
11. positive attitude toward academic studies / other classes	51%	216
12. desire to stay in college or complete degree	46%	197
13. ethical/moral development	44%	190
13. better relationships with faculty members	44%	188
15. development of occupational skills	42%	180
16. acquisition of specific academic skills or knowledge	40%	170
17. improved G.P.A.	38%	164
18. future course selection	36%	154

PARTNERS IN ACTION AND LEARNING
COMPARISON OF NON-EXPERIENCED AND EXPERIENCED STUDENT PARTICIPANTS

Table 5. Student Motives

	Non-experienced Students			Experienced Students		
Motive	**# Yes**	**Total #**	**% Yes**	**# Yes**	**Total #**	**% Yes**
course credit	266	347	77%	37	64	58%
desire to help others	202	347	58%	47	64	73%
career exploration	149	347	43%	33	64	52%
social concerns	95	347	28%	25	64	39%
personal development	156	347	45%	30	64	47%
skill development	141	347	41%	25	64	39%
knowledge	169	347	49%	39	64	61%
enjoyment	133	347	38%	34	64	53%
free time	50	347	14%	17	64	27%
new experience	206	347	59%	38	64	59%
other	20	347	6%	6	64	9%

Table 6. Student Effects

	Non-experienced Students			Experienced Students		
Effect	**# Yes**	**Total #**	**% Yes**	**# Yes**	**Total #**	**% Yes**
positive attitude toward community involvement/ citizenship	260	347	75%	51	64	77%
sense of personal achievement	251	347	72%	43	64	67%
sense of social responsibility	243	347	70%	41	64	64%
positive attitude toward experiential programs like this one	236	347	68%	43	64	67%
understanding of social cultural differences	214	347	62%	36	64	56%
improved self-confidence	209	347	60%	42	64	66%
ability to work and learn independently	198	347	57%	34	64	53%
development of functional life skills, e.g. problem solving, communication, assertiveness	193	347	56%	35	64	55%
insight into personal strengths & weakness	186	347	54%	34	64	53%
positive attitude toward academic studies	176	347	51%	34	64	53%
positive attitude toward Miami-Dade Community College	178	347	51%	35	64	55%
desire to stay in college or complete degree	159	347	46%	31	64	48%
ethical/moral development	155	347	45%	31	64	48%
better relationships with faculty members	149	347	43%	29	64	45%
development of occupational skills	147	347	42%	25	64	39%
improved G.P.A.	136	347	39%	24	64	38%
acquisition of specific academic skills or knowledge	136	347	39%	27	64	42%
future course selection	127	347	31%	20	64	31%

Table 7. Student Satisfaction with Agency Placements

This table summarizes student responses to five items on a Likert Scale where 5 = very satisfied, 4 = satisfied, 3 = dissatisfied and 2 = very dissatisfied.

Item	Average Score
1. Helpfulness of agency staff	4.53
2. Adequate orientation and training	4.46
3. Adequate supervision	4.49
4. Meaningful tasks to perform	4.44
5. Recognition of my efforts	4.53

Ad Hoc Committee for Service-Learning

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Homestead Campus

Jean McDonald
Marlene Groomes

Kendall Campus

David Johnson
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